unesco chronicle

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Unesco and United Nations Special Fund

Latin American Major Project

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The role of education in economic and social development [1]

II. Unesco's contribution

by Vittorino Veronese
Director-General

The contribution of education to economic development is both quantitative and qualitative. One of the principal characteristics of underdevelopment is failure to make use of manpower, or to make enough use of it. The remedy is to extend education, by making it available to more people and by raising the school-leaving age. The standard of education must also be raised, by improving methods and teacher training and adapting education to the needs and purposes of the world of today.

That education thus contributes to economic development is now scarcely ever disputed, but an adequate school system requires considerable financial resources, which themselves presuppose a high degree of economic development. Throughout the ages, this dialectical process of slow interaction between economic advancement and progress in education has been freely at work, and the countries at present most developed are the happiest examples of a successful outcome of this evolution.

For the countries described as underdeveloped, this 'dialectic' is, so to speak, a vicious circle: they do not possess the resources needed to improve their educational system quickly, yet such improvement is a prerequisite for their economic development. They cannot afford the luxury of painfully re-enacting, stage by stage, the slow evolution of the countries which are now developed. They would seem obliged to choose between two policies: between, on the one hand, economic development in its swift and spectacular forms, requiring substantial investments which drain their coffers dry in the interest of achieving immediate objectives, such as the creation of a heavy industry, a road network or a system of dams and dikes, and, on the other, social development, of which education is one aspect. In fact, this dilemma does not arise; what has to be settled is the amount of education and the place which it should occupy in development plans. Financing still remains a problem, however, and one which causes such countries the greatest difficulties.

Once the role of education in its economic development plan has been defined and the problem of financing presumably solved, each government has to face a number of alternatives: whether to select short-term or long-term objectives; whether to give priority to adult education or the education of the rising

1. See *Unesco Chronicle*, July 1960, Vol. VI, No. 7, p. 257.

generations; on what type of education (general or technical) and level (primary, secondary or higher) to concentrate; what means of improving teaching methods to choose and what to spend the money on (school buildings, teacher training, raising the teachers' salary scale, recruitment of foreign staff, etc.). All these factors are of course interdependent and themselves determined by the kind of results desired. For example, should the main object be to achieve quick results which will transform education into an instrument for economic development? Or, taking a longer-term view, would it be better to introduce a system of education of a high standard, which will take more time to establish, but will pay in the long run and compensate by high dividends for the sacrifice made? It is even possible to conceive of education planning which has no immediate reference to the objectives of economic development, but which, in what may seem a rather roundabout way, finally makes a decisive contribution to the latter's success.

Whatever the decisions taken, these young countries, should they decide to make a fresh start, profiting from the experience of others without repeating their mistakes, are particularly in need of foreign aid, since they lack the necessary resources from the outset. Such aid can take two forms:

1. Financial assistance: the establishment of an educational system calls for financial means such as very few underdeveloped countries have so far had at their command, because their natural resources (generally raw materials for which the terms of trade are unfavourable and fluctuating) have not been sufficiently exploited. Building a network of schools, training competent staff and the adoption of a salary scale likely to attract qualified teachers require considerable resources, especially in view of the rapid increase in the birth-rate. As a general rule, the national budgets are inadequate for this purpose and the States in question are obliged to rely on additional resources from abroad in order to carry out their programmes.
2. Technical aid: the only way in which such countries can catch up with the others is undoubtedly by receiving rapid, but carefully administered, doses of technical assistance from abroad; for it would be useless simply to transplant methods which have been tried and schemes successfully executed in different circumstances. The problems faced by swiftly developing countries are peculiar to them, and must be treated as such. International aid therefore calls for powers of adjustment and presupposes a considerable amount of thought, in order to arrive at an original solution of the very special problem of modern education.

In the world of today and within the context of the international action which I have just described, Unesco's potential role is clear.

It is perhaps artificial to attempt to give a rational explanation, *a posteriori*, of the development of any organization which is still growing. But I think it is true to say that, from the very beginning of the execution of the programme, it quickly became apparent that Unesco had two different functions to fulfil—that

of undertaking studies, and that of offering direct aid and carrying out projects.

An organization responsible for watching over the progress of education, science and culture throughout the world was naturally obliged to make a theoretical study of the conditions of that progress, taking account both of the hitherto unknown needs of the modern world and of the demands of international co-operation. This theoretical side of the Organization's work consisted in collecting and analysing international documentation on the problems concerned, conducting surveys and publishing monographs, and convening seminars and conferences at which the different educational problems of the contemporary world—anti-illiteracy campaigns, fundamental education, community development, the extension of primary education, etc.—were discussed one by one.

From its inception, Unesco has sent out missions of experts to conduct inquiries or to take certain action, as, for example, in Afghanistan and the Philippines; it has also organized pilot projects which have enabled certain methods and problems to be studied.

The efforts of the early missions of experts were reinforced in 1949 by the United Nations Expanded Programme of Technical Assistance, which has since been followed by the Special Fund.

Unesco's contribution to the technical assistance programme has so far been made in the fields of fundamental education, primary and secondary education, the training of primary teachers, technical education, higher scientific education and scientific research. The means which it has employed are by now well known: recourse to the familiar trio of experts, fellowships and equipment, and organization of training courses. It should not be forgotten, however, that this programme has been carried out with very modest means, the budget of the expanded programme not exceeding, after 10 years of execution, some $30 million a year, for activities in over a hundred States and territories. Owing to this meagre budget, the sums allocated to equipment have been very small and, consequently, the amount of equipment supplied has only been enough for demonstration and training purposes. Moreover, the need to take geographical distribution into account has resulted in a division of those resources into many very small budgets.

Results have nevertheless been achieved. The technical assistance programme has given Unesco a better knowledge of the needs of its Member States. It has also made it possible to train a body of international experts of a high professional and moral standard. It has served as a testing ground to check up on experience gained during the period of study, and to try out methods of direct aid. As for Member States, they have reached a clearer understanding of the importance of education and research for economic development. The expanded programme has often represented for them an introduction to international life; and it has helped to develop planning by instigating the establishment of interministerial technical assistance co-ordination services.

The new reinforcement to technical assistance, the Special Fund, which began to function in 1959, will probably soon have far more substantial means of action; it concentrates its resources on fewer but more extensive projects and makes it possible to give considerable support, particularly in the form of large consignments of equipment, to big teaching and research institutions. Further, in the fields falling within Unesco's competence, it has already lent assistance in the organization of technological institutes, engineering schools, teacher-training centres for technical education, and applied science research institutions. Probably, in a very short time, the Special Fund will also grant aid for the development of secondary education.

Having thus drawn attention to a few of the means that Unesco has of helping countries in process of development, I would not conceal the fact that these means are still disproportionate to the magnitude of the problems involved.

There is one obvious conclusion, even if account be taken of the new forms of international aid within the United Nations system such as the International Development Association, and that is that more assistance is required. And what are the prospects of obtaining it? That is a question which inevitably leads to another, namely, how will international relations develop and, more precisely, how great a joint effort on behalf of the rest of the world are the most prosperous and developed States prepared to make?

The success of the venture depends upon those countries' will to collaborate, and upon disarmament, itself bound up with such prospects of collaboration.

It is my fondest hope that the clouds will break and that this essay in human solidarity will be recognized by the governments as a task worthy of their emulation. But there is also another question: will such aid, representing sums that far exceed present resources, be granted on a bilateral or multilateral basis? It is too soon to attempt to answer this question, which implies the prior solution of so many other problems. If, as I think would be very natural, this task, so pregnant with responsibility, and yet so rich in promise, should be entrusted to the institutions of the United Nations, Unesco would be ready to play the part expected of it.

Asia and international co-operation

by DIOSDADO MACAPAGAL
Vice-President of the Philippines

On the occasion of an official visit to Unesco House on 14 April 1960 (reported in an ealier issue) His Excellency Diosdado Macapagal, delivered the following speech to the Executive Board.

The chief aspirations of the Asian peoples are knowledge, understanding and peace. I am not saying that these aspirations are a monopoly of Asia. In varying degrees, Asia shares these desiderata with other regions of the world, and in particular with the underdeveloped and less privileged areas of Africa and Latin America. But in Asia these objectives have a special quality of urgency which derives from historical factors that have a peculiarly Asian context and character.

The principal civilizations of Asia have this quality in common: on the one hand, marvels of sophisticated achievement by the human hand, mind and spirit in the domains of art, philosophy and religion, and on the other, the abject poverty and ignorance of the masses of the people. The problem in Asia is not that of nations starting from scratch, as it were, not of peoples trying desperately and quickly to become something out of practically nothing, but rather of whole nations and peoples moving massively towards the restoration of a remembered glory, towards the reconstruction and expansion of civilizations whose tallest towers once represented the loftiest pinnacles to which the human intelligence could aspire.

The peoples of Asia have also this experience in common: that their relations with the Western world have, in the main, left deep, gaping wounds of hate, resentment and distrust. The problem is how to bring a permanent healing to this traumatic injury which has left an ugly mark on the Asian mind so that it can become fully and freely receptive to the progressive influences of the West and give again of itself, as fully and freely as it did of old, to our common store of human welfare and achievement.

Finally, the so-called population explosion, which is recognized to be a serious menace everywhere, but nowhere more so than in Asia, enormously magnifies the urgency of the aspirations of the Asian peoples. For humanity shall know no lasting peace unless the more than half of it that inhabits Asia can go to school, produce more food, clothing and shelter, enjoy better health, and learn to create a more satisfactory balance between population and available resources.

Knowledge is the master-key to all the problems of Asia. This is the domain

par excellence of Unesco and we in Asia welcome most avidly the initiatives which Unesco is taking in this field. In concrete terms, we would like to have Unesco undertake as a major project the promotion of universal primary education along the lines of the Karachi Plan.[1] At the regional conference of Unesco National Commissions recently held in Manila,[2] this plan was discussed and its main outlines unanimously endorsed by the delegations represented there. It is our hope that the Executive Board at its present meeting, and the General Conference which convenes here next fall, will give due consideration to the establishment of this major project.

I have referred to knowledge as the master-key, and I have said that our first need in Asia is to have our children go to school. I am well aware that the vicious circle of ignorance, poverty and disease has baffled governments in Asia as everywhere else, and that it is not always easy to determine at which point the circle must be broken. We in Asia put our trust in education and we believe that the vicious circle must be attacked at the point called ignorance.

We are confident that with knowledge all the other blessings will come. Once the circle is broken a chain reaction will take place. The boy who learns to read and write, and through this ability acquires useful knowledge, will become not only a more efficient producer of the goods of life, but also a more intelligent and faithful practitioner of the good life. His activated intelligence will generate all the other latent productive and creative forces within him. Education will galvanize economic development and social progress. The chain reaction will be inevitable: from schools to greener farms, busier factories, better means of communication and transport, better homes and hospitals, and more flourishing cultural institutions.

Perhaps I over-simplify the problem. It is true that education is not all, that reading, writing and arithmetic are not everything. It has been said that the most literate nations have often proved to be the most dangerous destroyers of the peace of the world. Even if this were true, we cannot accept the inference that therefore ignorance is to be preferred to enlightenment. Light can be dangerous because it can blind. But we would rather have light with all its attendant risks than remain irremediably blind in the total darkness of ignorance. Out of unrelieved ignorance, only evil can come; with education comes at least the possibility of good even though evil might remain. Therefore, we shall take our chance with education.

Our national hero, Jose Rizal, on the eve of his execution in 1896 for inciting hir people to armed revolution against foreign rule, wrote a manifesto addressed to his countrymen in which he expressed his devotion to the cause of education in these words: 'My countrymen: I have given proofs that I am most anxious for the liberties of our country, and I still desire them. But I place as a prior

1. *Unesco Chronicle*, April 1960, Vol. VI, No. 4, pp. 131-6.
2. *Unesco Chronicle*, March 1960, Vol. VI, No. 3, pp. 116-19.

condition the education of the people, so that by means of instruction and industry our country may have an individuality of its own and make itself worthy of these liberties.'

This great Asian, child of an oppressed and exploited race, and determined to secure the freedom of his country by force if necessary, had nevertheless the astonishing clarity of vision to realize that only knowledge through education can give real meaning to freedom.

But if knowledge is not all, and if literacy is not everything, then we must look to the factor of understanding as the indispensable additive which alone can render knowledge usable as a factor of human progress. For knowledge without understanding, the education of the mind without the compensating disciplines of the inward self, can lead to anarchy, chaos and death.

We in Asia have great need to be understood better by others as well as to understand others better. In satisfying this need, Unesco has already undertaken a number of important projects. One of these lies in the field of mass communication, particularly through the development of more adequate information media in the less developed countries, and the adoption of various measures of a technical character designed to facilitate the free flow of information within countries and across national frontiers.

In this domain, as in nearly all the others, Asia suffers from an impoverishment which appears all the more grievous in the face of the startling technological advances in mass communication. In an age in which newspapers and radio and television stations in the industrialized countries of the West can count with audiences numbering hundreds of millions in a given hour of a certain day, and in which man can communicate with an artificial planet tens of millions of miles away, there are hundreds of millions in Asia who have never read a newspaper or heard a radio broadcast or seen a television programme, and there are communities so completely cut off from the world that they might as well be located on another planet.

Physical hunger is a terrible thing, but the hunger of the mind poses a threat to humanity that is hardly less dangerous. When we speak of the bitter enmity between the haves and the have-nots in terms of one's daily bread, let us not forget the deep antagonism which slowly yet surely rises like a forbidding wall between those who know and those who do not know, between the well-informed, on the one hand, and the uninformed, ill-informed or misinformed, on the other. For here, too, there is a widening gap that must be closed for the sake of peace. This is a task which Unesco is well equipped to tackle through the provision of technical assistance in the development of information media, through the establishment of regional training centres for journalists and other information personnel, and through other measures of a technical and non-political character.

But even when we have bridged the technological gap between the developed and the less developed regions of the world in the domain

of mass communication, it will not necessarily follow that the problem of mutual understanding will have been solved. The equalization of information facilities between various regions will merely provide the means for understanding, but it will not of itself create understanding. Unless the spirit of mutual appreciation, comprehension and sympathy between nations and regions grows hand in hand with the development of information media, the ancient walls of prejudice and distrust will remain as formidable as ever. For it is far easier for man to master the science of communication than to master the art of living with his fellows in peace and understanding.

Therefore, we in Asia would go somewhat beyond the technical aspects of the problem to express the hope that those who manipulate the astonishing new gadgets of modern communication will be inspired by a new and heightened respect for the infinite variety of humankind and the innumerable manifestations of human genius in art, literature and music, in science, religion and philosophy, in customs, traditions and ways of life. . . .

This brings me to what I consider to be one of the most hopeful initiatives ever undertaken by Unesco, namely, the Major Project on Mutual Appreciation of Eastern and Western Cultural Values. I shall not detain you with a description of a project to which so much paper and ink has been devoted by the abundant documentary facilities of Unesco. But as a layman I would like to express the hope that this project will continue to be planned and carried out with the necessary depth of insight and breadth of imagination, that it will not stop at the cultural frills of life in the East and the West nor lose itself in the fascinating mazes of the merely arty and spectacular. This would only touch the periphery of the problem of mutual comprehension between the East and the West, leaving undisturbed the fundamental human values of which art and literature are merely the spiritual manifestations.

My own view would be that this major project should aim at a candid confrontation, between the values long cherished by the East and the West. As a result of such a confrontation there should take place a deep and thorough interpenetration of these values themselves. For I do not believe that these values are sacrosanct in themselves and therefore destined to be unalterable and eternal. If the values cherished in the West are preponderantly materialistic and those cherished in the East lopsidedly spiritual, in accordance with the popular conception, then let the East and the West, through the confrontation which this major project is expected to bring about, undertake the necessary corrective measures that will establish a more balanced and harmonious way of life which will be valid for all peoples everywhere.

This is our only hope for the peace of the world and the salvation of mankind: that men and nations while retaining their distinctive individualities will develop an undivided loyalty to the principles underlying their common humanity, that the preservation of the infinite variety of mankind shall yet permit the evolution of common ideals based on the inalienable rights of the individual, the recognition

of the dignity and worth of the human person, and the realization of his aspirations to a good life and fullest freedom.

This is the great task which the peoples of the world have solemnly entrusted to Unesco, and we are confident that Unesco will prove equal to this historic challenge.

Unesco and United Nations Special Fund

by MALCOLM S. ADISESHIAH
Assistant Director-General

The General Assembly of the United Nations, in October 1958, adopted Resolution 1240 creating the Special Fund, as a means of providing systematic and sustained assistance in fields essential to the integrated technical, economic and social development of the less developed countries. The Fund opened its offices on 1 January 1959, at United Nations Headquarters, New York, with a little over $25 million for 1959 and $35 million for 1960, and so was laid another important landmark in the United Nations' effort to provide for the less developed countries, international aid in achieving accelerated development of their economic and social infra-structures.

PRE-INVESTMENT NEEDS

The regular programmes of the United Nations family and the expanded programmes of technical assistance are all aimed at the same purpose. The hallmark of the Special Fund is that it is envisaged as a constructive advance in United Nations assistance to the less developed countries which should be of immediate significance in accelerating their economic development by facilitating new capital investments of all types, by creating conditions which would make such investments either feasible or more effective. These words define the terms of this new programme:

1. Its actions must have immediate significance to speeding economic development.
2. It must create conditions for capital investment on the criterion of feasibility or effectiveness.

The development programmes of the less developed countries are seriously hampered by problems of capital formation and capital availability. Capital formation is primarily a function of the size of the aggregate national income. But the bottle-neck to capital availability and investment outlays in less developed countries has been or is first their insufficiency and lack of availability. Paul Hoffman, in a recent monograph on the subject, computes that during the sixties there should be an increase of at least $20 billion in capital outflow from the more developed to less advanced countries to help them achieve an economic breakthrough. This factor lies behind the plans that are now being

debated by the Committee of Nine, the bilateral capital aid programmes of the USSR, Czechoslovakia and Poland, and the formation of the International Development Agency and Inter-American Bank for Development.

A second factor in capital availability and investment outlays which has retarded the economic development of the countries has been the uneven distribution and inadequate planning of these investments during the fifties. The capital outflow from the more to the less developed countries has been at the rate of around $4 billion per annum. Even allowing for population increases during the decade, this $40 billion worth of capital outflow and investment has done little more than kept these countries from facing a fall in their living standards—and in some cases even this was not assured. Now this curious fact—a not unimpressive record of foreign investment of $40 billion in the past decade, not leading to improved living standards—is primarily attributable to inadequate pre-investment activities. That is, the investments have been inadequate or on the wrong priorities due to absence of information on priorities and adequacies, together with the *ad hoc* nature of many national investment decisions which follow from the above.

It is at this point, that is the creation of conditions which would make investments either feasible or more effective, that the Special Fund can make an important difference to developing economies. It is for this reason that the sector in which the Special Fund operates has been designated as pre-investment sector and it has come to be known as the pre-investment programme.

A PRE-INVESTMENT PROGRAMME

The Special Fund, as a pre-investment programme, has developed a three-point action programme, derived from its enabling resolution and approved by its 18-member governing council.

The first relates to assisting Member States to make feasibility studies. This is a means of establishing priorities for investment and attracting investment in the country. Where there is an agency—the International or Inter-American Bank, the bilateral lending agency or other—waiting and willing to make a loan on a project, but has some doubt as to its economic viability or feasibility, the Special Fund will provide the assistance to make the study. It will finance the study of an industry about which there is a doubt, the resolution of which would lead to investment by an outside agency. It is clear that, in this first action programme of the Fund, there is little direct Unesco interest or programme activity involved.

The second action programme of the Fund relates to assisting Member States to make surveys of the natural resources and to undertake applied research aimed at putting these resources to commercial and industrial use. It has been noted earlier that a bottle-neck in investment outlays in less developed countries is the lack of knowledge of their resources and the application of these resources

for industrial purposes. This part of the Special Fund programme will not only result in attracting more capital—showing the feasibility of investment—but create conditions for making such investaments more effective. In this programme of resources survey and applied research, Unesco has a definite interest. Already it has been entrusted with execution responsibilities for two projects in mechanical and power engineering research in India and discussions are under way for Unesco to assist its Member States in formulating Special Fund programmes under arid zone and marine science research and mining, geological and applied chemical research institutes as part of this action programme.

The third programme of action of the Special Fund is training. Investment opportunities and outlays are to date seriously limited by the lack of trained personnel in the less developed countries. It is a moot question as to whether the more serious factor retarding their development is the lack of capital resources or lack of trained personnel. Certain economists specializing in development problems are of the opinion that, as before the fifties little was done in the training field and as the Expanded Programme of Technical Assistance and various bilateral programmes have helped countries only to make a start in the past decade in this priority area, it is a massive programme of education and training in less developed countries which is the pre-condition for increase in investment and acceleration of economic development. The Special Fund, therefore, as part of its mandate to create conditions more effective for investment, is concentrating its programme of training on assisting countries in training of teachers and instructors for technical and agricultural schools, other types of supervisory personnel, engineers, agronomists, public, business and industrial management personnel, technologists and architects. In fact, of some $54.7 million allocated to all projects in 1959-60, 38 per cent is devoted to assisting Member States in training programmes. The Special Fund foresees this third sector of the programme to be a growing one and of absorbing at least 30 per cent of its resources. It is in this field of training that Unesco's co-operation with Member States and the Special Fund is of crucial importance. In technical education, agricultural education, university engineering and architecture and technological education, public and business administration in the university and training of marine scientists and oceanographers, Unesco co-operates with the Special Fund in acting as an executing agency for projects in Member States. More recently, the Special Fund has decided to assist the development of secondary education in those areas of the world where the level of secondary education is so low that it acts as a major impediment to economic development. Such a situation exists when the number of students at the secondary level falls below a certain percentage (around 5 per cent) at the primary level. The Fund is thus prepared to assist in the secondary education field, notably in setting up teacher-training institutions in carefully selected fields, in cases such as the ones referred to, particularly Africa.

During 1959 and the first half of 1960, Unesco has agreed to act as the executing agency of the Special Fund for 12 projects costing $40,600,290, for which the Special Fund has allocated $13,605,090.

India: Mechanical engineering research institute

Special Fund allocation: $707,600.
Government contribution, equivalent of: $967,000.
Duration: three years.

The Government of India has decided to establish a central mechanical research institute at Durgapur in West Bengal. India is producing domestically an ever larger portion of the mechanical goods it needs. In part this is stimulated directly by the government, but at the same time the growing industry is an immediate cause of increasing establishment of small- and medium-scale enterprises, many of them in the field of mechanical engineering.

Whereas India possesses adequate facilities for more basic research, the government deems her applied research, design development and testing facilities inadequate to serve the growing mechanical engineering industry. For this reason the Indian Government wants to set up a centralized institute for these tasks. It is expected to cause future productive capacity in the industry to be used with much greater efficiency and effectiveness.

It will take three years to set up the institute at Durgapur. Three experts will be employed for three years and five Indian engineers will go abroad each for one year of training. Among the equipment to the amount of $475,000 will be included high precision machine tools, testing machines, measuring instruments and furnaces

India: Power engineering research institutes

Special Fund allocation: $1,953,800.
Government contribution, equivalent of: $2,731,000.
Duration: three years.

Industrialization is progressing in India at a rapid pace under the second five-year plan scheduled to be completed in 1961. It is intended to continue under the third five-year plan that is to follow. The Indian Government intends to increase power generation during the second five-year plan by 52 power stations with a capacity of about 4,000 megawatts. This is needed to serve expanding heavy, medium and small-scale industries as well as consumption in 7,000 additional small towns and villages. Such expanded power production will require many kinds of electrical machinery and equipment.

The Special Fund will assist in establishing power engineering research institutes at Bangalore and Bhopal. One will be for power research at Bangalore and

use much of its laboratory equipment and facilities. The second institute will deal with switchgear research and will be established at Bhopal; a close connexion is envisaged between manufacturing and research, with the laboratory planned adjacent to a heavy electrical industries development. The services of one high-level power engineer, three fellowships a year and a machine costing $1,755,000 will be provided.

Iran: Teheran polytechnic

Special Fund allocation: $1,364,300.
Government contribution, equivalent of: $1,150,000.
Duration: five years.

The rapid industrialization of Iran is making demands for skilled technicians who are not now available in Iran. A large number of schools are operating to train tradesmen and lower level technicians. Excepting for the oil industry, which trains engineers and technicians for its own needs, and the university, which trains engineers at an academic level, there are no schools training practical engineers for service in industry and in government programmes.

In order to meet this need and also to provide technical instructors for secondary schools, the Government of Iran established in 1957 an institute of technology whose development was assisted by the Unesco technical assistance programme. This institute is now in full operation, with the aid of the United Nations bilateral programme, but its graduates will be almost fully absorbed as instructors in technical education.

Special Fund assistance will make it possible to enlarge the institute into a polytechnic and greatly increase the number of graduates available to industry. The aid of the Special Fund will be used to provide nine experts, equipment costing $600,000 for institutes of mechanical, electrical, and textile engineering, building construction and the general studies department. Twenty-four fellowships will be granted by the Special Fund to Iranians who will become the permanent teaching staff of the polytechnic. The project will receive aid from the bilateral programmes of the United Kingdom and France.

Iraq: Technical Training Institute, Baghdad

Special Fund allocation: $934,500.
Government contribution, equivalent of: $3,900,000.
Duration: five years.

As an integral part of its industrial development plan, the Government of Iraq is launching an extensive programme with a view to setting up appropriate vocational training and technical education establishments. Arrangements are being made by the government for the training of skilled labour. Training of engineers at university level is carried out by the Faculty of Engineering at Baghdad University.

No facilities are available for the training of the professional category between these two groups, namely of technicians for lower and middle management posts; furthermore, no facilities exist for the training of teachers for vocational and technical industrial schools. This gap is planned to be filled by the Technical Training Institute.

The Technical Training Institute will accept candidates who have graduated from technical secondary or general secondary schools with suitable qualifications in science and mathematics. The training course at the institute will be for four years including classroom instruction, laboratory exercises and workshop practice. The annual intake is to be 75 students, who, after joint basic training, will specialize in mechanical engineering, automobile engineering, electrical engineering, civil engineering, or textile engineering. A fifth year of studies will be provided to train teachers for vocational and technical schools.

The Special Fund will assist the government by providing the services of experts for a total period of 300 man-months, including one adviser to the director of the institute, one expert for each of the five departments, and one expert in teacher training; 10 fellowships, each of six months' duration on the average; and imported equipment for the technical departments to the amount of $400,000.

Laos: Technical Training

Special Fund allocation: $583,900.
Government contribution, equivalent of: $755,000.
Duration: five years.

In Laos, there is a demand for tradesmen and mechanics, and the government is establishing technical schools to meet this need. There are no teachers suitably qualified for work in these schools and the government is faced with the urgent need for 84 staff members.

The 84 teachers required will be recruited from existing staff and from suitably qualified secondary school graduates, and seven groups of 12 will be trained in seven trade specialities (general mechanics, auto mechanics, carpentry, electricity, masonry, foundry and sheet-metal work). Each group of 12 will be trained for three years (in the case of five of the specialities) or two years (in two cases), and at the end of this time eight of the 12 will receive one year's further instruction on the job and will then become junior teachers. The remaining four superior students will be sent abroad for one year's training after which they will return as section chiefs.

The Special Fund will assist principally by providing the services of experts (a total of 300 man-months), one for each of the specialities required, and one for machine drawing, and by supplying equipment to the value of $89,000.

Lebanon: Technical training institute

Special Fund allocation: $723,800.
Government contribution, equivalent of: $1,750,000.
Duration: five years.

Developing small industries in Lebanon suffer in quality and output from the relative lack of technical skills, and the establishment of industries requiring highly developed skills is frustrated by lack of trained manpower. There are about 2,000 technicians (out of approximately 50,000 workmen) at present employed by industry. It is estimated that an additional 600 will be required in the next five years. The government is expanding its technical schools and introducing other forms of industrial training, and for all of the training problems there is a need for many more instructors than are available at present.

The present École des Arts et Métiers is a secondary technical school recruiting most of its students after primary school graduation. It is proposed to raise the level of entry and training by recruiting pupils from the intermediate level of high schools and from junior technical schools after nine years of education. Above this level the school would give instruction for four years; the first two years in mathematics, science, basic theory and general workshop practice, and the second two years in electromechanics, electronics, civil engineering, industrial chemistry, topography, and heating, refrigeration and air conditioning. Prospective teachers would be given special teacher training in the fourth year.

The Special Fund will provide an adviser to the director, four instructors (a total of 180 man-months), equipment to the value of $400,000, and six fellowships over a five-year period. During the service of the foreign instructors, local staff would be trained so that the school could be self-contained after a period of five years. The government will meet the cost of buildings, local staff, and the running costs.

Libya: Institute for higher technology

Special Fund allocation: $1,057,800.
Government contribution, equivalent of: $2 million.
Duration: five years.

The technical staff in Libyan Government departments, public utilities, development projects and private enterprise are largely expatriates. To provide national technicians by giving technological training to students now graduating in mathematics and science from secondary schools (estimated at more than 200 in 1960), the government has decided to establish an institute of higher technology. The institute will be established in Tripoli to provide four-year courses in mechanical, civil and electrical engineering and in food processing.

The Special Fund will provide the equipment to the amount of $620,000 dollars and will pay for the services of foreign staff, decreasing the latter form of

assistance toward the end of the period of Special Fund assistance. Fellowships will be used to train counterpart staff members who will take over from the foreign teachers.

Morocco: Engineering school

Special Fund allocation: $751,500.
Government contribution, equivalent of: $2 million.
Duration: five years.

There are as yet no institutions in Morocco which provide higher level engineering training. Secondary technical schools provide vocational education only up to the intermediate secondary level. The government has planned to increase the available levels of training by bridging the gap between the intermediate level and post-secondary courses. In October 1958, the government opened a preparatory school which gives a two-year course in preliminary scientific and engineering education. The school has 60 boys who will graduate in July 1960. The present project, which will obtain help also from the French bilateral programme, is intended to carry their training on to the senior and professional level.

A site of seven hectares has been made available near the science faculty of the University of Morocco. The school would enrol 65 students per year in departments of civil, mining, mechanical and electrical engineering, with a total enrolment of something less than 200 students when it is in full operation. It will be closely associated with the university and entrance requirements will include the mathematics baccalaureat.

The Special Fund will provide an adviser to the director of the school and instructors (for a total of 240 man-months), and equipment to the amount of $350,000 for three engineering departments over a period of four years. The government will be responsible for the costs of the buildings, other expatriate staff, local staff, installation, maintenance and running costs.

Pakistan: Training of engineering and other technical personnel

Special Fund allocation: $2,294,400.
Government contribution, equivalent of: $1.130,000.
Duration: five years.

Following agreement between the governments of India and Pakistan on the use of the waters of the rivers of the Indus basin—now known as the Water Replacement Plan, developed with the aid of the International Bank—Pakistan is to build a series of dams and links at an estimated cost of $950 million during the next 10 years. Engineers and other technical personnel are not at present available in sufficient numbers to undertake this task. The government proposes to expand and reorganize its whole system of engineering and technical training with the assistance of the Special Fund.

The training programme will be assisted at three main levels. Two engineering colleges associated with the universities of the Punjab and of Peshawar and an engineering college in Rasul will be assisted in their training of engineers at the degree and post-graduate levels. The Special Fund will provide the services of nine specialist associate professors and some equipment.

Seven technical institutes will be assisted by the provision of equipment. These institutes train 'diploma engineers' or technicians at a level somewhat lower than that of the university colleges. The third level, the training of skilled tradesmen, will be helped by the provision of 25 travelling fellowships which will allow senior educators to visit training institutions in advanced countries.

In addition, some equipment will be purchased for the Irrigation Research Institute, Lahore, which is undertaking programmes directly related to the water development programme, and which will assist in the training given at the engineering college at Lahore.

Two technical teacher trainers and two leadership trainers will assist in the programme and four fellowships will be granted to senior engineers who will become leaders in the government's development projects. The co-ordination of the whole training programme will be assisted by the provision of the services of an experienced technical educator who will help with the selection and allocation of equipment and with other aspects of the work requiring central control.

The assistance being provided by the Special Fund (472 expert months, equipment to the amount of $1,390,000 and 29 fellowships), which is to meet the emergency needs of the Water Replacement Plan in the first instance, has been so established that it will form part of the long-range development of technical education in Pakistan. The government will provide the other costs of its engineering training programmes, including all costs of local staff, installation of equipment, maintenance and running costs.

Turkey: Middle East Technical University

Special Fund allocation: $1,617,950.
Government contribution, equivalent of: $7,300,000.
Duration: four years.

Turkey is receiving assistance for the Middle East Technical University. The student body numbers over 300, of whom 10 per cent are from outside Turkey. The university is at present operating in temporary buildings, but 10,500 acres of land have been acquired on the outskirts of Ankara as the campus site and plans are under way for the choice of architects to design the buildings.

The assistance of the Special Fund is confined to the school of architecture and to the departments of chemical, civil, electrical and mechanical engineering. The teaching staffs will be strengthened by experts. Laboratory and other teaching equipment and books to the amount of $906,750 are to be provided. The largest amount will arrive after the completion of the new buildings.

Until the university has permanent buildings, the equipment provided will be confined to items appropriate for use in the temporary quarters and capable of being readily transferred subsequently. The project is being assisted by Unesco's technical assistance programme in its direction and in the Department of Public Administration and Business Management, and by the bilateral programmes of the United Kingdom, Netherlands and Japan.

Malta: Polytechnic Institute

Special Fund allocation: $601,200.
Government contribution, equivalent of: $900,000.
Duration: five years.

The Malta Government has in recent years given a high priority in its development programme to technical education, which is an indispensable part of the campaign to diversify the Maltese economy by attracting new industries.

The programme of technical education developed during recent years has established courses to the end of the secondary level, but there is no full-time training available for students who complete those courses. In order to meet the needs of the island, a proportion of the students must receive higher training. The Polytechnic Institute is thus planned as an integral part of the overall development of technical education in Malta.

The Polytechnic Institute is to provide post-secondary courses in mechanical engineering, chemistry, physics, mathematics, commerce and arts, but the Special Fund will assist only the programmes of the first four departments which cover superior grades of engineering training.

A secondary technical school, enrolling 1,000 students in 1960, will provide recruits for the Polytechnic Institute, and other secondary technical schools are being built which are expected to increase substantially the number of secondary school graduates by 1963. It is intended that the Polytechnic Institute will cater to about 750 students who will complete courses leading to technical diplomas in mechanical engineering, automobile engineering, chemistry, physics and mathematics; of these it is estimated that about 280 will be engaged in training at a superior level.

The Special Fund will provide the heads of the seven technical departments of the Polytechnic Institute, for a total of 192 man-months. In addition, it will provide equipment for the technical departments to the amount of $280,000. The government has undertaken to meet the costs of the building, and to meet other costs of installation, other expatriate and local staffing and maintenance.

West Indies: Engineering faculty for the University College of the West Indies

Special Fund allocation: $881,900.
Government contribution, equivalent of: $2,545,440.
Duration: five years.

In the academic year 1955/56, 240 West Indian engineering students were studying in universities abroad. At the same time, there were approximately 370 qualified engineers working in the West Indies, most of whom were expatriates on contract. These cost much more to employ than local staff, and would normally be replaced when their contracts expired, if West Indian engineers were available. Since that time, rapid development has occurred in the West Indies, including an increase in the oil output, rapid industrialization, and large public works programmes, all of which are considerably increasing the demand for qualified engineers. Detailed plans have been made for the establishment of an engineering faculty at the University College of the West Indies, leading to degrees in civil, mechanical, electrical and chemical engineering. The University College was established in 1947 and began teaching in the Faculty of Medicine in 1948. It now consists of faculties of arts, science, medicine and education. Special Fund assistance for the engineering faculty will consist of the provision of equipment to the amount of $700,000 as well as of a number of experts.

These 12 projects which Unesco will be assisting involve a total expenditure of $13,605,090 spread over a period of five years. The forms of assistance shown emphasize the importance of equipment in each project which averages around 60 per cent of the international aid provided.

UNESCO'S FUTURE CO-OPERATION

Unesco's co-operation with the Special Fund in the first 18 months of its existence involves the use of about 25 per cent of the funds so far made available to all Special Fund projects. The Managing Director of the Special Fund estimates that in another 18 months (by 1962) the Special Fund would have been associated with projects valued at a total of $450 million, of which the Special Fund aid would amount to $200 million. If Unesco and Member States continue their co-operation with the Special Fund in pre-investment programmes of survey, applied research and particularly training, including secondary education training which has just been admitted to the Special Fund programme and which, therefore, does not appear among the 12 projects so far approved for execution, Unesco co-operation in such a programme would, for a four-year period, involve providing aid at a minimum of $50 million or over $12 million a year. This not only doubles the regular budget resources of the Organization, it is 2.5 times the size of Unesco's annual Technical Assistance Programme. These heavy responsibilities, which Unesco is being called upon to assume in the field of technical, agricultural and secondary education, management training and applied research, call for the kind of expert staff resources in the Secretariat to which the Director-General, the Executive Board and the forthcoming General Conference must five priority attention.

The Special Fund is now moving to a stage when it will require from Member

States requesting its aid long-term plans in the various fields it has established as its priorities, of technical, agricultural and secondary education, technilogical and management training and research—of which the particular projects to be assisted form a meaningful part. The beginnings of this kind of long-term plans which are part of national economic programmes can be seen in the brief descriptions of the projects outlined earlier. Unesco's staff resources need to be expanded and strengthened so that they may be available to Member States in the development of long-term plans out of which arise projects meriting Special Fund financing. This restructuring and strengthening of the Unesco Secretariat is the most practical task awaiting Unesco's Member States meeting at the eleventh session of the General Conference in November 1960, in Paris—a concrete proof of the future co-operation of this Organization with the Special Fund in helping to create favourable conditions for increasing investment and so accelerating the economic and social progress of Member States.

Latin American major project: progress and future prospects

by Oscar Vera
Co-ordinator of the project

The third session of the Advisory Committee for the Major Project on the Extension of Primary Education in Latin America, held in Mexico City in March 1960, was devoted to a study of the work so far accomplished and of future prospects for the major project.[1]

The true importance of the progress made cannot be fully appreciated without reference to the educational situation as it was in Latin America when the project was initiated. For this it will be enough to consider a few figures taken from the study of the subject made at the 1956 Lima Conferences convened by Unesco and the Organization of American States (OAS) at which the bases of the major project were formulated.

School attendance was then estimated at some 19 million pupils out of a total of some 40 million children of school-going age; less than 20 per cent of the children enrolled for school completed their primary studies and the average level of education in Latin America did not exceed the first grade of primary school for the population as a whole nor the fourth grade for those who entered school. Together with these great quantitative problems the Lima Conferences brought to light the existence of a number of negative factors affecting the results and quality of primary education, among them the large number of untrained teachers (nearly 50 per cent of the total), the scarcity of instructional material, the use of defective curricula and teaching methods in the schools and the lack of continuity in educational policy.

The aims of the project

With these problems in mind the aims of the major project were set out as follows: to promote the systematic planning of education in Latin American countries; to encourage the extension of primary education services with a view to achieving in 1968 the objective of providing an adequate education for children of school-going age in Latin America; to promote the revision of primary school syllabuses and curricula; to improve teacher-training systems; to encourage the regular in-service training of teachers throughout their professional careers and to help raise the economic and social level of the teaching

1. A report on this meeting was published in the May number of *Unesco Chronicle.*

profession; to train for each Latin American country a nucleus of university-trained educational leaders and specialists capable of promoting and guiding the primary education reforms and advances needed in Latin America.

A brief consideration of these aims is enough to show how well adapted they are to the needs arising from the problems described above: planning as an essential instrument and method of the increasingly complex work of education is to go hand in hand with the aim of improving the training of teachers and of securing for them their legitimate rights; the wish to provide schooling for all children is accompanied by a desire to ensure that the content and level of the training provided will effectively fit them for the tasks and responsibilities of life; finally, to ensure that the work of education is directed and administered efficiently, it is laid down that the leaders who have to assume such responsibilities must be properly trained.

The Latin American countries and Unesco are working together to achieve these aims. The main features of the work being done by them will be described later; for the moment it is enough to underline the singular nature of this undertaking, in that for the first time in the field of education the efforts of all the countries in one region of the world and of Unesco have been shaped into a single project.

The project was approved by the ninth General Conference of Unesco in New Delhi at the end of 1956 and initiated in 1957. Under the director of the Department of Education, a co-ordinator is responsible for the implementation of the project in the region and for liaison with the national educational authorities. The Co-ordination Unit set up in the Unesco Regional Office in Havana comprises services for statistics, planning, publications and documentation.

Work already carried out

After three years it is possible to assess not only the initial results obtained but also the rhythm of development in each country and the future prospects opened up by the project. Here in very summary form are some figures which illustrate the progress already made. As regards the extension of primary schooling the number of children enrolling for school in the Latin American countries has risen by nearly 4 million; there are 90,000 more teachers and there has also been a substantial increase in the number of classrooms. All this has been made possible by a major economic effort on the part of the governments which is reflected in a large increase in the budgets for education.

As regards the work of improving education, in which Unesco is playing a leading part, the main effort has been centred on the training of educational leaders (supervisors, administrators and normal school teachers) whose work will affect wide sectors of the teaching body.

Most of this work is being done at the universities of Santiago (Chile) and São Paulo (Brazil), which are associated with the project, and at the Inter-

american Rural Education Centre in Rubio (Venezuela) which is financed by the Organization of American States and by the Government of Venezuela with the co-operation of Unesco.

Five hundred and eighty Latin American educators have benefited from fellowships granted within the framework of the major project for studies of the type described above and have attended special courses on such subjects as statistics and pedagogical documentation. Another fundamental activity is the improvement of teacher-teaching systems and for this purpose a number of associated normal schools have been opened as pilot institutions. Given the short time that these schools have been operating the full results are still to be achieved, but there are great hopes for their future influence not only on similar institutions in the countries where they have been established but also on all teacher-training systems.

Preparation of a series of publications has also been started. The first, which has already been published, is entitled *The Situation of Education in Latin America*. It is a survey of national educational systems with special reference to certain main problems, among them absenteeism and premature school-leaving, teaching staffs, curricula and syllabuses and the financing of education. The publication provides an overall view of the situation immediately before the project was initiated and it will thus form a valuable documentary basis for appraising the progress accomplished during the coming years. Other publications—one handbook on the principles of education and another on educational sociology—will be issued shortly together with a series of monographs. In addition, the *Bulletin* of the major project has been published quarterly since January 1959.

Educational planning services have already been started in a number of countries. These were badly needed in Latin America, where the administration of educational services has been seriously handicapped by the lack of surveys of educational needs and the absence or lack of continuity of plans for filling those needs due to political changes. Today it is becoming increasingly urgent that the structure and aims of the educational system should be more directly related to the characteristics and requirements of the economic and social development in each country. The new planning services or offices can do a great deal to help resolve these problems.

There is now, too, a growing movement, which must inevitably have beneficial results for the reform of specific aspects or fields of education. The effects of this movement are already noticeable in the revision of curricula and syllabuses, the increasing attention being given to in-service training of teachers, the dissemination of new teaching methods and other similar activities designed to improve the quality of education. In this field the countries are receiving substantial help from Unesco. Many Latin American countries are benefiting from the help of technical assistance experts in such fields as educational reform, planning and teacher training.

But despite progress made major deficiencies still exist and in some fields progress is frankly unsatisfactory. One of the gravest problems is the lack of interest aroused for the teaching profession, as reflected in the shortage of graduates in relation to the demand. Governments are forced to recruit teachers lacking the necessary professional qualifications. This frustrates many of the objectives of the project, which is concerned not merely with increasing the number of teachers and classrooms but also with raising substantially the present level of primary education. The reason for this situation is mainly economic. The amount of money being spent on primary education—and this is another of the major problems which still remains to be solved—is not in proportion to the needs. With an average expenditure per pupil of about $20 a year, teachers cannot be properly paid nor schools adequately equipped to provide the effective education desired.

The future of the project

As for the future, two aspects deserve consideration: first, the prospects which it opens up and, secondly, the recommendations made by the Advisory Committee at its third session.

It is obviously extremely difficult to make any valid forecast regarding the results to be achieved in the coming years; but with all due limitations and reserve one might venture a prophecy based mainly on a review of what has already been accomplished during the last three years. As regards the extension of primary education, if there is a slight increase in the 6 per cent average rate of growth of school enrolments recorded during the past three years the objective of providing primary schooling for all children of school-going age could probably be attained in nearly all Latin American countries by the end of this decade. The proportion of school-age children already attending school does, of course, vary sharply from country to country. In some, such as Argentina, Chile, Costa Rica, Cuba, Panama, Uruguay and Venezuela, a systematic intensification of current efforts could raise school attendance to almost the whole of the school-age population within three or four years. In most of the others this objective could be attained, in theory, by the end of the decade. In a few, where social and economic conditions are particularly difficult, it would be too much to expect a like result unless a really extraordinary effort is made.

Although the prospects outlined above are encouraging, much as one would like to be proved wrong, the same cannot be said about the qualitative progress of primary education. In the end such progress depends on the training, at regular courses, of sufficient teachers and this in turn will require a considerable improvement in their economic situation and the adoption of measures to raise the status and prestige of the teaching profession. The major effort has so far been concentrated on building classrooms and increasing the number of teaching posts, while too little attention has been paid to the quality of the teachers or the

training of efficient school inspectors and supervisors. For this task of improving the quality of the teaching and teachers much can be expected from the groups of educational leaders and specialists who have been training since 1958 in the institutions associated with the major project.

A general review of the prospects opened up affords great hopes for the future, as the Advisory Committee pointed out at its third session while it underlined the need for a systematic and wholehearted intensification of present efforts. In this connexion the committee recommended that national social and economic development plans should pay due attention to the financing of educational services, and suggested that the resources freed by measures of disarmament which the Latin American countries are proposing to take should be used to finance and extend the educational systems. In this order of ideas the committee approved Unesco's recommendation that an Inter-American Conference on Education and Social and Economic Development be called in 1961 to discuss the interconnexion of these fields and to recommend ways and means of linking them for the benefit of all.

The committee stressed the need for interesting private circles in the work of extending primary education. This will mean that economic groups and the general public must co-operate in financing education and that private schools must help to achieve these ends by providing free education to a larger number of children.

Another recommendation of great interest concerned fair treatment for the teachers, for the sake of justice and the aims of the major project, which depend on the services of a body of efficient and well trained teachers.

The committee, which has hitherto consisted of representatives from 12 countries, suggested that it should be enlarged to include all countries of the hemisphere participating in the project. This suggestion is proof of the spirit of solidarity existing among the American countries and can have most beneficial practical results.

To sum up, these first three years of the major project are encouraging. The aims of the project have found an enthusiastic and effective response among the countries; and Unesco, for its part, has given, and will continue to give, substantial help to this regional task which, as Dr. Torres Bodet pointed out in opening the meeting of the Advisory Committee, has in fact become the major project of each of the Latin American countries.

News of the Secretariat

OFFICE OF THE DIRECTOR-GENERAL

On 1 June there was a brief ceremony in the Director-General's office, in the presence of H.E. Mr. Charles Daoud Amoun, Permanent Delegate of Lebanon to Unesco, in which the instrument signifying the ratification by Lebanon of the Convention for Protection of Cultural Property in Event of Armed Conflict was deposited.

The Director-General left Paris on 2 June to visit the USSR, Poland and Czechoslovakia.

At Moscow, the Director-General talked with Messrs A. Gromyko, Minister of Foreign Affairs; V. P. Elioutine, Minister of Higher and Special Secondary Education of the USSR; G. A. Joukov, president of the State Committee for Cultural Relations Abroad and president of the National Commission; E. I. Aphanasenko, Minister of Education of the Russian Socialist Soviet Republic; G. Kiselev, Minister of Foreign Affairs of Byelorussia; and R. V. Babitchouk, Minister of Culture of the Ukraine.

During a brief sojourn at Tashkent, capital of the Ouzbekistan Soviet Socialist Republic, the Director-General met Mr. S. Azimov, acting president of the Council of Ministers, and Minister of Foreign Affairs, as well as the ministers of education and of culture of that republic.

In Poland, where he was received by the Prime Minister, Mr. J. Cyrankiewicz, the Director-General had conversations with Mr. O. Lange, vice-president of the Council of State; Mr. A. Rapacki, Minister of Foreign Affairs; Mr. T. Galinski, Minister of Culture; Mr. Pulodziecki, Minister of Education; Mr. H. Golanski, Minister of Higher Education, and H.E. Mr. S. Wierblowski.

In Czechoslovakia, the Director-General talked with Mr. V. David, Minister of Foreign Affairs, and with Mr. F. Kahuda, Minister of Education and Culture of the Czechoslovak Republic. He also attended a plenary meeting of the National Commission for Unesco.

During his travels the Director-General noted a lively interest in the activities of Unesco and a desire by the interested governments to increase the co-operation of these States in the work of the Organization. In his talks with cabinet ministers he gained information on the position of the countries with regard to a number of problems touching the Organization's general policies, as well as on aspects of the programme in which they were particularly interested. The Director-General took the opportunity to inform his hosts of the main characteristics of the Proposed Budget and Programme for 1961-62, and, in general, of the activities of Unesco. On several occasions he heard expressions of approval of the work of the universities (Moscow, Tashkent, Prague), and with impor-

tant scientific institutions such as the Academies of Science of the USSR, the Ouzbekistan Republic, Poland and Czechoslovakia.

Finally, the Director-General had an occasion to make known to a broad public the main lines of the Unesco programme; at Moscow he spoke for the Soviet television, and he gave a lecture at the university.

At Prague, the Director-General spoke at the plenary meeting of the Czechoslovak National Commission and gave a lecture at the Charles IV University.

The Director-General gave interviews to the newspapers *Isvestia* and *Moscow News*, and gave press conferences at Warsaw and Prague that were filmed for television.

The Director-General returned to Paris on Saturday 18 June.

On 20 June he received Dr. William Dix, president of the United States National Commission, and Dr. Fred Bruckhardt, president of the programme committee of that commission.

On June 22 the Director-General received Mr. Nwauchuku, Minister of Federal Education of Nigeria, who was accompanied by Mr. Okwun and Mr. Kellett, cultural adviser.

On June 23 Mr. Veronese welcomed to Unesco House H.E. Arturo Frondizi, President of the Argentine Republic. Members of the Executive Board who were in Paris, permanent delegates and high officials of the Secretariat were presented to him. Mr. Arturo Frondizi gave an address in response to the words of welcome spoken by the Director-General.

On the same day the Director-General received Mr. Horace Henderson, Under-Secretary of State of the United States State Department for Relations with International Organizations.

On 28 June the Director-General received Mr. Philip de Seynes, Under-Secretary of the Department of Economic and Social Affairs of the United Nations.

In the absence of Mr. Veronese, Mr. René Maheu, Deputy Director-General, was Acting Director-General from 2 to 19 June.

In the course of that period he welcomed to the House Mr. Humayun Kabir, Minister of Scientific Research and Cultural Affairs of India, and Mr. Ben-Gurion, Prime Minister of Israel.

From 28 June to 1 July, he attended the meetings of the Co-ordination Committee of the Economic and Social Council, and he presented the report on the international relations and exchanges in the fields of education, science and culture (doc. E/3352) as well as the observations of the Executive Board on this subject (doc. E/3352, Addendum 1).

Mr. Jean Thomas, Assistant Director-General, went to Geneva on 16 June to represent the Director-General at the opening session of the International Labour Conference. He gave an address in which he cited the principal aspects of the co-operation between Unesco and the International Labour Organisation.

EDUCATION

Unesco's work for the development of higher education

Unesco and the International Association of Universities (IAU) recently undertook a programme of studies on higher education, beginning with an international study of the conditions governing university entrance.

The IAU was established in 1949, following a preparatory conference of university representatives organized by Unesco the year before. Since that time, Unesco has always granted substantial assistance to the association, which enables it to maintain the International Universities Bureau, serving as a link between universities and as an information centre on university affairs. The bureau publishes reference works, bibliographies and a general news bulletin. It is continually working to facilitate the conclusion of agreements between governments or universities on the equivalence of university degrees. Lastly, it organizes the world conference, convened by the association every five years. The next meeting will be held in Mexico from 6 to 12 September of this year.

In addition, Unesco has played a direct part in recent years in the expansion or reorganization of higher educational establishments in certain countries (e.g. the reorganization of the University of Concepción, Chile) and has contributed towards the establishment of training and research institutes in the field of technology (Kharagpur and Bombay Institutes, India) and the social sciences (Latin American Faculty at Santiago, Chile, and a research centre at Rio de Janeiro). It has provided substantial assistance to various Member States and to some institutions, for the development and improvement of teaching in the natural sciences and social sciences and of techniques related to the use of documentation and information, such as librarianship and journalism. The teaching of various branches of the social sciences has been covered in a series of inquiries and publications. Lastly, Unesco has been instrumental in the extension of higher education through the publication of two directories—*Study Abroad*, which at present lists some 90,000 fellowships, and *Workers Abroad*, designed to assist universities in obtaining teaching personnel from abroad.

The searching studies undertaken jointly by the Organization and the IAU will further facilitate the development of higher education throughout the world.

NATURAL SCIENCES

Aid to research in underdeveloped countries

Unesco realized from the outset that one of its primary tasks was to assist in the training of teachers, research workers and technicians in regions remote from the traditional scientific centres. Hence the four Regional Science Co-operation Offices were set up: for Latin America (Montevideo), the Middle East (Cairo), South Asia (New Delhi) and South-East Asia (Jakarta). In the beginning, the task of these offices was to make good the gaps in scientific information caused by several years of war. Subsequently, they organized refresher and training courses, symposia and seminars, in order to raise the level of scientific knowledge in the countries they served. For instance, about forty courses and sixty seminars, attended by over three thousand people from some sixty countries, have been organized during the past few years.

Under the Expanded Programme of Technical Assistance, Unesco has helped Member States to develop their research programmes. Through short-term missions, general advice has been given on the establishment of national scientific research centres and on the priority to be given to certain fields of study which show a fairly early prospect of being of direct economic significance for the country concerned.

In addition, experts have been sent on longer-term missions (two to three years) to help to organize new departments in existing institutions. These experts

have contributed, in many countries, to the development of nuclear physics, and have set up schools for the study of cosmic rays, atmospheric physics and low-temperature physics. Elsewhere, research has been undertaken on specific aspects of industrial chemistry, such as the problems of micro-analysis, heat exchanges, or cellulose chemistry. Several universities have asked for experts to help in studying the active principles of the medicinal plants found in their regions.

The most important activity, however, has been the creation *in toto* of institutions or services which had previously been practically non-existent. This applies particularly to scientific and technical clearing houses, responsible for providing scientists with up-to-date documentation on the latest advances in research. These centres, which receive all the most important periodicals, publish monthly bulletins, prepare bibliographies and translations, and supply photographic reproductions of articles, on request. Unesco has helped to set up such centres in India, Mexico, Pakistan, the United Arab Republic (Province of Egypt) and Yugoslavia. Similar though less comprehensive services are operating with Unesco's aid in Burma, the Philippines and Uruguay.

Measures have also been taken to help Member States to make the best use of imported scientific equipment. For this purpose, scientific apparatus centres have been set up, with special sections for optical instruments, glass-blowing, precision engineering and electronics.

Lastly, groups of experts have, in several cases, been able to organize centres for pure and applied research or to invigorate centres that were still weak. It has been possible in this way to strengthen considerably geophysical and seismological observatories and geological and hydrogeological services. Research centres on marine biology are likewise being set up. After four or five years' assistance, these centres can be taken over entirely by the scientists of the countries concerned.

In all cases, the number of fellowships awarded for training specialists has been about equal to the number of experts sent into the field. From July 1950 to last December, Unesco provided 120 experts, 135 fellowships and equipment to the value of $620,000.

CULTURAL ACTIVITIES

Safeguarding the beauty and character of the landscape

The movement to protect the beauty and character of the landscape has made great progress since the beginning of this century; but the lively interest in the campaign displayed in many parts of the world today is mainly due to certain demands arising out of recent sociological changes.

First, the rapid development of holiday travel, both at the national and at the international level, has made increasing numbers of visitors appreciate the typical landscapes of different countries. Secondly, all sections of the population have come to seek mental and physical relaxation in quiet, unspoiled country.

The protection of the natural beauty and character of the landscape as moulded by human hands takes many different forms. The main purpose is to preserve the different elements which go to make the beauty and character of the landscape, so that the work is a combination, to some extent, of the protection of monuments and the protection of nature. It is important to prevent the appearance of objects which would mar the landscape—ugly advertisement hoardings, for instance, shanty towns, scrap or rubbish dumps. When these

cannot be eliminated altogether, they should at least be confined to places where they can be conveniently concealed.

At the same time, encouragement is given to the introduction of new elements which are pleasing in themselves and which blend with the surroundings. To this end, an attempt is made to ensure that all new building projects, both private and public (houses, bridges, dams, roads, canals, electricity systems, etc.) are drawn up in such a way as to avoid 'destroying' the landscape—though imitations of past architectural styles are considered highly undesirable. A special point to note is that vegetation, and trees in particular, often make an important contribution to the beauty not of rustic landscapes only, but of towns as well. In fact, work for the protection of natural beauty is not confined to the countryside, but may also extend to certain aspects of towns.

This is a matter which concerns every State, and the principles applied in safeguarding the beauty and character of the landscape are not confined to any one country. This was clear to the delegates from eight different countries who came to Paris in 1909 to attend the first international congress on the protection of the landscape. In a similar spirit, almost fifty years afterwards (in 1956 and then again in 1958), the General Conference of Unesco, adopting a proposal made by the delegations of Belgium and Poland, requested the Director-General to 'study the desirability of a recommendation to Member States'. This study was entrusted to the International Committee on Monuments, Artistic and Historical Sites and Archaeological Excavations, which secured the assistance of the International Union for the Conservation of Nature and Natural Resources. The International Congress of the Architects and Technicians of Historical Monuments and the International Association of Plastic Arts also expressed their opinion. All these organizations or associations agreed on the necessity for international regulations in this field.

With the approval of the Organization's Executive Board, the Director-General will submit a preliminary study on these lines to the General Conference next November.

MASS COMMUNICATION

A survey of films produced in countries of Arab and Asian culture

The small territory of Hong Kong, which has only about fifty cinemas, produces more feature films—227 in 1956, according to Unesco statistics—than France and Italy combined. Another surprising fact is that, in India, another major film-producing country (271 in 1955 and 286 in 1956), feature films often run for more than two hours. And, since 1955, Japan has been regularly producing more feature films than America—331 films in 1955, 352 in 1956, compared with 305 and 337 in the United States in the same years.

These facts point to the importance of the survey of films produced in countries of Arab and Asian culture, which has just been published by the British Film Institute at Unesco's request and with its assistance.[1]

Quantity, of course, does not necessarily imply quality, and the striking figures quoted above do not always mean that the films are beautiful or have cultural value. Nevertheless, the West has long been unaware of the importance of film production in Asian countries or even in Arabic-speaking countries, and in many cases still fails to recognize it. In one respect, however, progress is being

1. Orient—A Survey of Films produced in Countries of Arab and Asian Culture.

made—as a result of film festivals (Berlin, Cannes, Karlovy-Vary, Edinburgh, Venice, Moscow) and other international film events, the high quality of films produced in Japan or India has on a number of occasions received recognition. These festivals have even revealed films, well up to international standards but previously unknown, from Burma, Indonesia, Morocco and Thailand, without mentioning Soviet films produced in Asian studios. Considerable prestige, too, has been gained by the festivals for Asian and African countries, the first of which was held in Tashkent in 1959 and the second in Cairo in 1960; it was clear that these films constituted a valuable contribution both to art and, in a broader sense, to culture.

This survey, which was prepared with the assistance of the National Commissions for Unesco in the countries concerned, mentions and analyses only feature films and short films which the commissions considered representative. The films were judged by three criteria: favourable reception at international festivals, success in their own countries, and importance from the point of view of the history of the cinema in those countries. In all, 348 films were judged to meet these standards. They were narrative or documentary films, from 20 different countries (countries which are not members of Unesco were excluded).

The survey mentions 139 feature films, classified by country of origin, with a detailed summary of the subject of each film.

The 209 short films mentioned are grouped according to subject, under the following headings: (a) family life, town and country, homes, social customs, betrothal and marriage: how people live; (b) art, architecture, arts and crafts, traditional and contemporary arts, craftsmen, archaeology: how people express themselves; (c) music, dancing, drama, festivals, religion: the life of the spirit; (d) today and tomorrow: old and new methods in agriculture, industry and fishing: how people work; (e) games, sports and recreation: how people play; (f) new horizons: the child, education, health and medicine, co-operation, community projects, civic rights and duties.

This survey, which was carried out under Unesco's Major Project on Mutual Appreciation of Eastern and Western Cultural Values, is designed to facilitate the organization in Western countries of film festivals for Asian or Arab films and the production of television programmes about those countries. Therefore, in addition to a commentary on the subject-matter of each film, the necessary technical information is given, together with the names of producers and distributors. It is thus a valuable guide for educational institutions, cultural organizations such as libraries and cinema libraries, cinema clubs or television clubs, universities and museums—in short, for any group of people who wish to learn more about the culture of Arab and Asian countries.

Two filmstrips commemorating Chekhov and Darwin

On the occasion of the centenary of Anton Chekhov's birth, Unesco has produced a film to commemorate the great Russian writer. Sub-titles for the 40 frames which the filmstrip contains are given in a booklet prepared by Mrs. Marie-Madeleine Rabecq, curator of the Pedagogical Museum, Paris. The preface describes the author's work and its influence, and the notes for each photograph make up a continuous text, amounting to a real biography.

Similarly, Mrs. Rabecq has prepared the commentary for another filmstrip consisting of 37 frames on the famous English scholar, Charles Darwin, whose most important work, *The Origin of Species*, was published 100 years ago.

The best colour reproductions

'Reproductions are not merely a source of pleasure, an opportunity for closer acquaintance with works of creative inspiration, and an accessible aid to reference for the student, teacher or artist. They are a means by which the inner spirit of a work of art can be revealed, unfettered by limitations of place and national or cultural frontiers; and they can contribute towards mutual knowledge and understanding between the peoples of the world. In publishing this book, Unesco in thus performing a very worthy and timely task and one which corresponds very closely to its highest aspirations.' These are the words of Professor Kurt Martin, Director-General, Bayerische Staatsgemäldesammlungen, Munich, in his preface to the fifth edition of the *Catalogue of Colour Reproductions of Paintings prior to 1860*, [1] which has the *Catalogue of Colour Reproductions of Paintings from 1860 to 1959* as a sequel.

Recently issued reproductions have been added to this new edition; they were selected by an international committee of experts, who took into account the quality of the reproductions and the importance of the artists and of their work. A more comprehensive picture of world art is provided by the inclusion of a greater number of reproductions of non-European masterpieces. In all, the experts examined no less than 356 new reproductions, only 178 of which were accepted. Plates which have become out of print since the last edition of the catalogue have been omitted, and the same is true of reproductions which are no longer considered satisfactory.

Reviewing the history of reproductions of works of art, Professor Martin writes: 'It was not inutil the late Middle Ages that the invention of wood engraving, which had developed out of fabric-printing techniques, provided a means of satisfying the desire of the middle classes to own "pictures". At the same time, the vellum used for miniatures was replaced by a less costly material —paper—which was soon to be produced in large quantities. This development accompanied the sociological changes that took place at the end of the Middle Ages, with the new urban and democratic order of the middle class beginning to claim its participation in the sphere of culture. Wood engraving was soon followed by copperplate engraving, a more subtle and delicate technique, which was at first practised by goldsmiths to meet the demands of a more exacting public. But copperplate engraving served another purpose as well, in providing models for artists from near and far. Martin Schongauer's plates, for instance, were copied or adapted by engravers, painters and sculptors, while Dürer's

1. Unesco, Paris. Trilingual edition: French, English, Spanish. Price: $4.50, 22/6, 16 NF.

engravings were famed throughout Europe and, as late as the eighteenth century, still inspired many imitations of a more or less popular nature.

'Soon, however, interest shifted from the subject of the work of art to the personality of the artist, so as to draw the attention of a wider public to his works and style. Wood and copperplate engraving afforded a means of reproducing works of art so as to give a faithful idea of the originals. Although the techniques employed inevitably resulted in certain changes, if the engraver had sufficient artistic sensitivity and manual dexterity, he managed to convey not only the subject-matter but also the finer shades of expression and even the colour values of the original in his black-and-white renderings. Marcantonio Raimondi and the whole circle of early sixteenth-century engravers who copied the works of Raphael, Michelangelo, Titian and others were thus largely responsible for the influence of these masters on later generations.

'The large number of reproductions printed in the mid-sixteenth and early seventeenth centuries is clear evidence of a growing demand, and many engravers began to specialize in the making of copies. Rubens himself, realizing the value of good engravings as a means of gaining wider recognition for an artist's work, set up a workshop for the reproduction of his own paintings. From the seventeenth to the middle of the nineteenth century, this type of work grew to unheard-of proportions. New techniques, such as mezzotint, Japanese varnish, aquatint, colour printing, and finally lithography were introduced. Each had its own special effects, which on occasion—in the reproduction of drawings, for example—were capable of producing extremely close renderings of the original. In the plates of Watteau's engravers and in the works of the younger Moreau, François Janinet, Louis Marin-Bonnet, William Ward, John Smith, Richard Earlom and Francesco Bartolozzi, these reproductions attained a standard which entitles them to be considered not as mere copies but as genuine works of art.

'The printing of reproductions became an established trade, the business side of which was managed either by the engravers themselves or by their publishers. Customers were attracted in various ways—through Paris exhibitions, the Leipzig and Frankfurt fairs, the book trade, magazines and itinerant vendors; some engravers, of course, dealt directly with their own regular circle of buyers. The prints, with or without a frame, could be used as wall decorations; such collections were the art student's chief means of studying the masters, for which purpose they were even more widely used than drawings from life. Goethe's efforts to build up a collection of reproductions will suffice to show the importance of these prints to the amateur and the instructive value that was attributed to them.

'The second half of the nineteenth century introduced a new development. Photography began to supersede previous reproduction techniques. Hitherto, the quality of the engraver's work had depended on the sensitivity of his eye and the skill of his hand. Recourse was now had to mechanical methods of reproduction—photolithography, photogravure and other similar processes—in which the human factor was confined to supervising and influencing the techniques used. All personal interpretation was excluded. The demand for greater objectivity and fidelity was in keeping with this age of materialist philosophy, which sought to depict reality by the closest possible imitation of nature.

'High standards had in fact been achieved in colour reproduction as early as the eighteenth century, but the chief preoccupation had then been the search for delicate toning rather than likeness to the original. In engravings, colours were regarded as an added refinement rather than as an essential part of the composition. Nowadays, we expect colour photography to reproduce the original

with its exact colouring, and no effort is spared to obtain the most faithful possible rendering. Yet, even aided by all the resources of modern technical progress, a first-rate photograph printed in colour is not enough to convey the finer points of a painting with absolute precision. Without the correcting influence and sensitivity of the human eye and hand, even the best reproductions can only approximate to the original, since the most perfect of techniques is simply a substitute for artistic creation. The smooth surface of the printer's paper can do no more than suggest the relief of the paint, whereas in the painting itself the brush strokes—broad and bold, or light and delicate—create a strange sense of vibrant reality. Even the texture of the canvas, which has its importance in the original work, cannot be fully retained. Moreover, for technical and commercial reasons, the size of the original is often reduced in reproductions, which alters and almost invariably detracts from its effect. Even the most refined technique has its limitations, which fail to capture—and thus attest—the matchless beauty and the inimitable appeal of the original work of art.

There is no denying that colour reproduction meets a very real need, now that communication media have assumed so great an importance. Today, colour plates are being produced in such large numbers and at such reasonable prices that painting is becoming part of the everyday life of even the humbler sections of the population. As a consequence, the work of art is assuming a social function which, at the outset, it never had—a function only indirectly connected with its aesthetic value. An entirely new approach to it is made possible; each person can view it and commune with it in the private world of his own ideas and aspirations. The opportunities of appreciation widen daily as more works are reproduced and the net spreads over the art of all ages and all countries of the world. Colour reproduction has bestowed on our age the special privilege of enjoying an inheritance withheld from earlier generations. In his excellent introduction to the 1955 edition of this catalogue, Charles Sterling aptly summed up its ultimate aim: "The day will come when its successive editions, growing in size, will bear faithful witness to the gradual accomplishment of an almost unheard-of task—the large-scale mechanical reproduction of masterpieces of colour, in the same way as those of thought, speech and sound are reproduced".'

News of the National Commissions

AMERICA

Bolivia. Mr. Carlos Carrasco Fernandez has been appointed Permanent Delegate to Unesco; he previously directed the department in charge of Unesco affairs in the Foreign Ministry.

Brazil. Mr. Paulo Pinto da Silva has been appointed Executive Secretary of the Brazilian Institute for Education, Science and Culture, in succession to Mr. Fernando Ronald de Carvalho.

Canada. The second annual meeting of the National Commission was held in Vancouver on 30 and 31 March, and was attended by 25 of its 28 members. The meeting discussed the secretariat's report on the commission's programme and activities during the past year, plans for the World Conference on Adult Education, to be held in Montreal from 22 to 31 August, and the commission's programme for 1960-61.

Immediately following the annual meeting, a regional conference was held at the University of British Columbia from 31 March to 2 April, on the theme 'Asia and the West; Canada's role'.

Urgel-Archambault School, Montreal, which participates in the Associated Schools Project, has recently developed an interesting programme to stimulate interest in Unesco among its students and to encourage education for international understanding.

United States of America. Six new members have recently been appointed to the National Commission: Mr. John W. Davis, Mr. Peter H. Dominich, Mr. L. Roy Hawes, Dr. Vernon McKay, Dr. Froelich G. Rainey and Dr. Sol Tax. This brings the number of members of the commission to 93.

A regional conference on the dissemination of information about Unesco—the first of its kind—was held in Chicago on 13 and 14 May, and was attended by 45 representatives of non-governmental organizations in the Chicago area. The conference, which was organized by the National Commission and the New York Office of Unesco, recommended the reconstitution of the Illinois Committee for Unesco.

ASIA

Viet-Nam. The National Commission has announced that a permanent exhibition room devoted to mutual appreciation of Eastern and Western cultural

values will shortly be opened in Saigon. The theme of the first exhibition will be the educational aspects of Eastern and Western cultures.

EUROPE

Belgium. The National Commission and the United Nations Association recently organized an information meeting during the visit of Mr. Frans, a Unesco expert working on a rural development programme in Laos.

Czechoslovakia. Professor Vladimir Sedlak, rector of the School of Higher Economic Studies, has been appointed chairman of the national commission, in succession to the late Dr. Karol Bedrna.

Federal Republic of Germany. At the annual meeting of the National Commission, Professor Arnold Bergstraesser, professor of sociology and political science at Freiburg University, was elected chairman of the commission, in succession to Professor Theodor Steltzer. Mrs. Maria Schlueter-Hermkes, a member of the Executive Board of Unesco, was elected vice-chairman of the commission, in succession to Professor Dolf Sternberger. Dr. Heinz Kuppers was re-elected vice-chairman.

The following changes have taken place in the secretariat of the commission: Dr. Hug replaces Dr. Schwepper (Education), Dr. Schleicher replaces Dr. Moehr (Social Sciences), and Dr. Richter replaces Dr. Fleischhauer (Cultural Activities and Mass Communication).

The next meeting of the commission is planned for September, to examine the Organization's Proposed Programme and Budget for 1961-62 and to make preparations for the forthcoming session of the General Conference. New members of the commission will be appointed at this meeting.

Yugoslavia. Following the twelfth Conference of the Co-ordination Committee for International Voluntary Work Camps, an international seminar for camp leaders was held at Niska Banja from 31 March to 6 April. The seminar was organized by the People's Youth of Yugoslavia in conjunction with the National Commission and with the assistance of Unesco, and was attended by about a hundred people. The main themes discussed were the social, economic and educational importance of work camps, and the nature and organization of the different types of work camps.

The National Commission met on 9 April under the chairmanship of Mr. Marko Ristic. It studied its secretariat's report on activities carried out in February and March and the report of the Yugoslav delegation to the third Conference of European National Commissions for Unesco.

Professor Radivoj Uvalic was appointed chairman of the National Committee for the Campaign to safeguard the Monuments of Nubia.

PROVISIONAL TIME-TABLE OF CONFERENCES, MEETINGS AND SEMINARS

August, September, October and November 1960

1. *This is a time-table of conferences, meetings and seminars convened or subsidized by Unesco for July, August and September 1960.*
2. *This time-table does not include meetings summoned by the United Nations, the Specialized Agencies, and various international organizations, to which Unesco has been invited to send representatives or observers.*
3. *Meetings subsidized, though not convened by Unesco, are marked by an asterisk in the margin.*
4. *Any changes in this time-table will be notified in later issues of the* Unesco Chronicle.

Date		*Place*
AUGUST		
20-2 Sept.	Seminar on bilingualism and education (convened jointly by the United Kingdom National Commission and the University of Wales, with the financial help of Unesco).	ABERYSTWYTH (United Kingdom)
22-26	National seminar on ways of implementing the East-West Major Project in Japanese secondary schools and teacher-training institutions (convened by the Japanese National Commission, under the participation programme).	TOKYO
22-31	Consultative Committee of the International Institute for Child Study (convened by the Government of Thailand, under the participation programme).	BANGKOK
22-31	World Conference on Adult Education.	MONTREAL
SEPTEMBER		
5-1 Oct.	Regional seminar on 'The museum as a cultural centre in the development of the community' (convened jointly by Unesco and the Government of Japan, under the participation programme).	TOKYO
6-12	Conference of social scientists on the social implications of industrialization and technological change (convened jointly by Unesco, the University of Chicago, and the United States and the Canadian National Commissions).	CHICAGO
6-17 (tentative)	International Conference on the Use of Radio-isotopes in the Physical Sciences and Industry (convened jointly by Unesco and IAEA).	COPENHAGEN (tentative)
13-19	Conference on the International Exchange of Publications in Europe (convened jointly by Unesco and the Hungarian National Commission).	BUDAPEST
20-21	Executive Board: meeting of the bureau.	UNESCO
26-7 Oct.	Meeting of the International Advisory Committee on the School Curriculum.	UNESCO
OCTOBER		
4	Committee elected by the seventh Conference of Non-governmental Organizations approved for Consultative Arrangements with Unesco.	UNESCO
4-7	First meeting of the Central Committee of the International Brain Research Organization (convened by Unesco and CIOMS).	UNESCO

Date		*Place*
5-6	Bureau of the International Committee on Monuments, Artistic and Historical Sites and Archaeological Excavations.	UNESCO
12-13*	International Theatre Institute: Editorial Committee.	UNESCO
14	Committee of Scientific Advisers for the Preparation of the Travelling Science Exhibition on Oceanography.	UNESCO
14-15*	International Theatre Institute: Executive Committee.	UNESCO
17-22*	International Music Council: General Assembly and Congress.	UNESCO
18-22	Round table on the initial effects of ionizing radiations on leaving cells (convened jointly by Unesco and the Academy of Science of Moscow).	MOSCOW
24, 26 and 31	Executive Board: Administrative Commission and External Relations Commission.	UNESCO
26-28	Working party to make selections for the *Catalogue of Colour Reproductions of Paintings from 1860 to 1961.*	UNESCO
26-28	Expert meeting on social science teaching at pre-university level.	UNESCO
28-12 Nov.	Meeting of the Executive Board: fifty-seventh session.	UNESCO
31-5 Nov. (tentative)	Intergovernmental Committee on Copyright.	LONDON
dates not fixed	Working group in connexion with the publication of *International Handbook on Irrigation and Drainage* (convened jointly by Unesco and FAO).	ROME
NOVEMBER		
14-14 Dec. (tentative)	General Conference: eleventh session.	UNESCO
18-19	Executive Committee of the Council for International Organizations for Medical Sciences (CIOMS).	UNESCO

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